



GRADE LEVEL CONTENT EXPECTATIONS



Regions

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Welcome to Michigan's DRAFT Grade Level Content Expectations for Social Studies

The performance statements contained in this document represent the work of classroom teachers, curriculum specialists, academicians, and the Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments for the next several years. They by no means represent an entire “curriculum” of learning social studies, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional educators.

The DRAFT Grade Level Content Expectations (GLCE) that you will see in this document are being distributed for the purposes of review and comment only. It would be premature to make any curricular or material selection decisions based on its contents. When the review period concludes, final changes will be made. The GLCE for Social Studies will then be presented to the State Board of Education for their approval. Following the approval of the State Board of Education, the revised GLCE will be made available for your use.

Social Studies

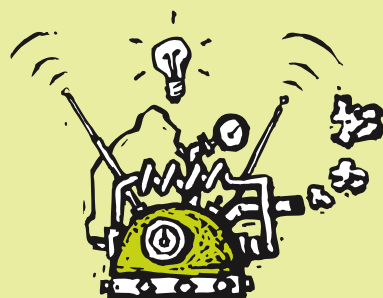
Social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Civic efficacy is the readiness and willingness to assume citizenship responsibilities and to make informed and reasoned decisions for the public good as citizens of a pluralistic, democratic society in an interdependent world.

The social studies curriculum for any grade level should be designed to assist students in making continuous progress toward meeting the standards for social studies contained in the Michigan Curriculum Framework. All the standards are pursued at every grade level of the curriculum from kindergarten to graduation. The Content Standards and Benchmarks represent the full scope of the social studies curriculum. The GLCE for each grade are established to designate clearly what students are expected to know by the end of the grade or course. The language of the GLCE is the language of the benchmarks for social studies included in the Michigan Curriculum Framework. You should recognize the GLCE as a direct reflection of the work social studies educators have undertaken since the adoption of the Michigan Curriculum Framework benchmarks for social studies in 1995.

Grade Three—Regions

The focus of the social studies curriculum for Grade Three is “**Regions.**” A comprehensive approach to creating learning opportunities within the disciplines of history, geography, civics, economics, inquiry and decision making will be most effective when integrated with the subjects of reading, writing, mathematics, science, and the arts.

Share Your Ideas



*The **Social Studies Grade Level Content Expectations** are in the development phase. Put on your thinking caps and tell us what you think of the work in progress.*

Send your review comments to:

**Michigan Department of Education
Office of School Improvement
www.michigan.gov/glce**



HISTORY

By the end of Grade Three each student will be able to:

1. measure chronological time by decades and centuries. I.1.LE.1
2. use narratives and graphic data to compare the past of their local community with present day life. I.2.LE.2



GEOGRAPHY

By the end of Grade Three each student will be able to:

3. locate and describe the characteristics and locations of diverse types of regions. II.1.LE.2
4. explain how various people or cultures have adapted to, or modified the environment. II.2.LE.4
5. explain how transportation and communication link people and regions. II.3.LE.3
6. describe characteristics that could be used to define a region. II.4.EE.1



CIVICS AND GOVERNMENT

By the end of Grade Three each student will be able to:

7. interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, and equal protection of the law. III.2.LE.2
8. explain how law is used to manage conflict peacefully. III.4.LE.2
9. describe how citizens participate in elections. III.4.LE.4



ECONOMICS

By the end of Grade Three each student will be able to:

10. explain the concept of scarcity when people make economic decisions. IV.1.LE.1
11. identify the opportunity costs in personal decision-making situations. IV.1.LE.2
12. use a decision-making model to explain a personal economic choice involving a scarcity of time, money, or space. IV.1.LE.3
13. describe how people in a region act as producers and consumers. IV.4.LE.2



INQUIRY AND DECISION MAKING

By the end of Grade Three each student will be able to:

14. organize social studies information to make simple maps, graphs, tables, and interpret what they mean. V.1.LE.2
15. explain how a particular issue became a problem and why people disagree about it. VI.1.LE.2
16. take a stand on a regional policy issue, support it with data, and the use of a variety of formats and/or technologies. VI.3.LE.3



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